

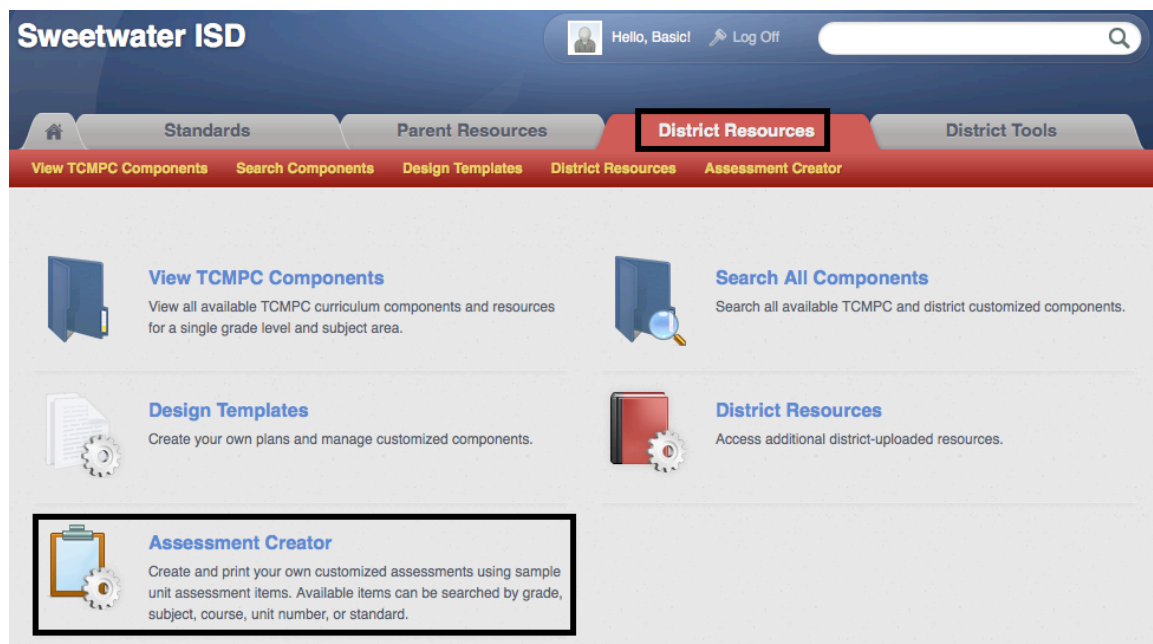
## Assessment Creator for Teachers

District users have the capability of creating their own assessments from scratch, using assessment items managed in the integrated TCMPC item bank. These assessments can then be modified and saved for personal use.

**\*\*NOTE:** This tool must be turned ON by a District Content Administrator

### Accessing the Assessment Creator Tool

To access the Assessment Creator tool, click on the **District Resources** tab and then select **Assessment Creator**.



This will bring you to the **Manage Assessments** page, which displays a list of created assessments.

**Manage Assessments**

Create New Assessment

Keyword Search ( Optional )

-- Select a Grade Level --  
Pre-Kindergarten  
Kindergarten  
Grade 1

-- Select a Subject Area --  
English Language Arts and Reading  
Spanish Language Arts and Reading  
Mathematics

-- Select a High School Course --  
English I  
English II  
English III

Search

Title	Last Updated	Options
New District Assessment - Basic User	1/19/2015 9:02:00 AM	Options

## Create New Assessment

From the Manage Assessments page, click the **Create New Assessment** button to begin creating your assessment.

**Manage Assessments**

Create New Assessment

Keyword Search ( Optional )

-- Select a Grade Level --  
Pre-Kindergarten  
Kindergarten  
Grade 1

-- Select a Subject Area --  
English Language Arts and Reading  
Spanish Language Arts and Reading  
Mathematics

-- Select a High School Course --  
English I  
English II  
English III

Search

Title	Last Updated	Options
New District Assessment - Basic User	1/19/2015 9:02:00 AM	Options

## Title, Grade, Subject, and Course

Enter a **Title** for the assessment and click **Continue**.

Create New Assessment

Create New Assessment

Continue Cancel

Title:  
My New Assessment

When the template page opens, select the **Grade, Subject, and Course** (if High School) for the assessment.

**Editing Assessment** Preview Save Back

Title  
My New Assessment

Unit Test Upload  
Browse... No file selected.  
Upload Unit Test

Answer Key Upload  
Browse... No file selected.  
Upload Answer Key

Footer Date

Grade/Subject/(Course):

-- Select a Grade Level -- Kindergarten Grade 1 Grade 2	-- Select a Subject Area -- English Language Arts and Reading Spanish Language Arts and Reading Mathematics	-- Select a High School Course -- English I English II English III
------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------

## Student and Teacher Instructions

Scroll to the **Student** and **Teacher Instructions** sections and type in any instructions you would like to appear on the dynamic view and the print version of the assessment.

**Student Instructions** (Student Instructions will display at the top of the student version of the assessment.)

Instructions for the Student...

Path: p

**Teacher Instructions** (Teacher Instructions will display at the top of the teacher version of the assessment.)

Instructions for the Teacher...

Path: p

## Unit Assessment Items

Next, click the **Manage Assessments** button to add questions, or assessment items, to your assessment. After clicking this button, you will see filter options display.

The screenshot shows the 'Unit Assessment Item(s):' section with a button labeled 'Manage Assessment(s)' highlighted by a red box and an arrow. Below this is the 'Assessment Search' bar with a 'Search Assessment(s)' button and a 'Close' button. The 'Refine your results' panel is expanded, showing dropdown menus for 'Grade 6', 'English Language Arts and Reading', '-- Select a Course --', 'Unit Assessment Item', and '-- Select a Unit --'. A red box highlights the '-- Select a Unit --' dropdown, with an arrow pointing to it and the text 'If assessment item is tagged with a Unit Number'. Below the filter panel is a 'Search by Student Expectation:' link with a red box around it and an arrow pointing to it with the text 'Click to expand'. At the bottom are 'Search' and 'Reset' buttons.

The grade, subject, and course will be pre-selected based on the selections when creating the assessment.

Additional search filters include: Unit, Keyword, and Search by Student Expectation.

Expanding the **Student Expectation filter** displays a list of standards currently aligned to available assessment items. Select the checkbox next to a standard to help narrow your search.

The screenshot shows the expanded 'Search by Student Expectation:' filter. It displays a list of standards with checkboxes next to them:

- ☐ 6.2A Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.
- ☐ 6.2B Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.
- ☐ 6.2C Complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: \_\_\_\_ or pen:ink as book: \_\_\_\_).
- ☐ 6.2D Explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera).
- ☐ 6.2E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
- ☐ 6.2F Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word

Click **Search** to display available assessment items.

Parent resource items such as reading passages, images, or diagrams will be listed before the related questions. You can view or hide the related questions using the corresponding link on the item.

**Search Assessment(s)**
Close

**Your search results.**

☐ Select all that match search criteria.

☐ Unique ID: 013736b3-176f-4dd5-b74d-01d8d1593218

Original Text


**Dandelions**

When I was young, I would pick  
dandelions from our front yard.

When I would bring them inside,  
my mother would call them weeds.

5 And when they finally turned  
from vibrant, sunflower yellow

to the fuzzy white of maturity,  
I'd blow the tops off all over the yard.



Click the **View Questions** link to expand and view the related questions for an item.

the fuzz would turn into a million ugly clumps.

Even though she was right, I loved our yard  
dotted with the little pieces of sunshine.

[View Questions](#)

←

Click the **Hide Questions** link to collapse the list of related questions.

☐

[Hide Questions](#)

☐ **E06.04B.17771.TRS**

Standard(s): [6.4](#)

The poet organizes the poem by —

- A presenting the order of events in the speaker's experience with the dandelions
- B explaining the reasons for the speaker's decision to pick the dandelions
- C comparing the speaker's opinion of dandelions to the opinion of the parents
- D noting the change in the speaker's feelings about dandelions

☐ **E06.04B.17772.TRS**

Standard(s): [6.4A](#)

To select individual questions from the search results, simply click the checkbox next to the desired item.

**Search Assessment(s)**
Close

☐ **E06.03.16102.TRS**

Standard(s): [6.14C](#)

Julia can improve the clarity of sentence 3 by changing stuff to —

- A common household items
- B things
- C food items
- D glass

☒ **E06.03.16103.TRS**

Standard(s): [6.14C](#)

Julia would like to add a transition to sentence 18. Which of the following would be the best transition to add to the beginning of this sentence?

- A However
- B Furthermore
- C Consequently
- D In addition

☒ **E06.03.16104.TRS**

Standard(s): [6.14C](#)

To select all questions related a parent resource item, without having to select each individually, select the checkbox next to the item name. In this example, selecting the reading passage (or parent resource) also selects all of the related questions (as highlighted in GREEN).

Original Text

[Hide Questions](#)

☒ Unique ID: 013736b3-176f-4dd5-b74d-01d8d1593218

☒ E06.04B.17771.TRS

Standard(s): [6.4](#)

The poet organizes the poem by —

- ☐ A presenting the order of events in the speaker's experience with the dandelions
- ☐ B explaining the reasons for the speaker's decision to pick the dandelions
- ☐ C comparing the speaker's opinion of dandelions to the opinion of the parents
- ☐ D noting the change in the speaker's feelings about dandelions

☒ E06.04B.17772.TRS

Standard(s): [6.4A](#)

**Your search results.**

☒ Select all that match search criteria.

At the top of the search results list, you will also see an option to **'Select all that match search criteria'**. Choose this option if you would like to quickly select all items without having to click each item individually.

This automatically selects all items in the results and adds them to your assessment. You will see each item title bar highlighted in GREEN when selected.

[Hide Questions](#)

☒ ☐ E06.04B.17771.TRS

Standard(s): [6.4](#)

The poet organizes the poem by —

- A presenting the order of events in the speaker's experience with the dandelions
- B explaining the reasons for the speaker's decision to pick the dandelions
- C comparing the speaker's opinion of dandelions to the opinion of the parents
- D noting the change in the speaker's feelings about dandelions

☒ ☐ E06.04B.17772.TRS

Standard(s): [6.4A](#)

Any time one of the select all options is used, you can always uncheck a question you do not want to appear on your assessment.

Once you have selected questions for the assessment, click the **Close** button. All selected items are now displayed on the assessment.



Unique ID: 013736b3-176f-4dd5-b74d-01d8d1593218
Remove
Edit

Original Text

Dandelions

When I was young, I would pick  
dandelions from our front yard.

When I would bring them inside,  
my mother would call them weeds.

5 And when they finally turned  
from vibrant, sunflower yellow

to the fuzzy white of maturity,  
I'd blow the tops off all over the yard.


My parents would tell me to stop—  
10 that they were unsightly pests.

They said that they'd invade, and kill  
the lawn, but I loved the flying fuzz.

The way it twirled and floated—  
searching for a spot in the grass.

15 My mother told me that in a few months  
the fuzz would turn into a million ugly clumps.

Even though she was right, I loved our yard  
dotted with the little pieces of sunshine.



1: E06.04B.17771.TRS
Remove
Edit

Standard(s): [6.4](#)

The poet organizes the poem by —

**A** presenting the order of events in the speaker's experience with the dandelions

**B** explaining the reasons for the speaker's decision to pick the dandelions

**C** comparing the speaker's opinion of dandelions to the opinion of the parents

**D** noting the change in the speaker's feelings about dandelions

1: E06.04B.17771.TRS
Remove Edit

Standard(s): [6.4](#)

The poet organizes the poem by —

- A presenting the order of events in the speaker's experience with the dandelions
- B explaining the reasons for the speaker's decision to pick the dandelions
- C comparing the speaker's opinion of dandelions to the opinion of the parents
- D noting the change in the speaker's feelings about dandelions

Answer: C comparing the speaker's opinion of dandelions to the opinion of the parents

2: E06.04B.17772.TRS
Remove Edit

Standard(s): [6.4A](#)

The poet uses figurative language in the last stanza to —

- F explain how the sun shines on the speaker's yard
- G emphasize that the dandelions make the speaker feel joyful
- H reveal that the speaker's parents were right
- J highlight the importance of dandelions

Answer: G emphasize that the dandelions make the speaker feel joyful

You have the option to **Remove** an item from the template, or **Edit** the item to modify it. You can also **reorder items** by using the up and down arrows on any item.

1: E06.04B.17771.TRS - COPY

Remove Edit

## Additional Questions

If you would like to add questions to the assessment that are not part of the TCMPC item bank, you can use the Additional Questions section at the bottom of the page.

Additional Questions

Rich text editor toolbar with icons for bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, insert link, insert image, insert video, insert audio, insert table, insert code, undo, redo, and others.

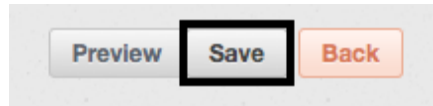
Paragraph Font Family Font Size Add From My Favorites

Path: p

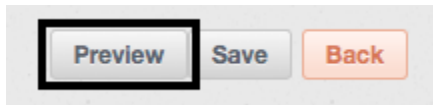
10

This optional section includes a standard text box with formatting tools, allowing you to enter your own text and graphics or copy/paste from another source.

Click **Save** in the upper, right corner of the page to save your entries.




Click **Preview** to view a dynamic version of the assessment.




## New District Assessment

English Language Arts and Reading      Grade 6

**Student Information**

Student Instructions:

Instructions for the Student...

**Unit Assessment Item(s):**

Original Text

**Dandelions**

When I was young, I would pick  
dandelions from our front yard.

When I would bring them inside,  
my mother would call them weeds.


5    And when they finally turned  
from vibrant, sunflower yellow

to the fuzzy white of maturity,  
I'd blow the tops off all over the yard.

My parents would tell me to stop—  
10    that they were unsightly pests.

They said that they'd invade, and kill  
the lawn, but I loved the flying fuzz.

The way it twirled and floated—  
searching for a spot in the grass.



The way it twirled and floated —  
searching for a spot in the grass.



- 15 My mother told me that in a few months  
the fuzz would turn into a million ugly clumps.

Even though she was right, I loved our yard  
dotted with the little pieces of sunshine.

- 1 The poet uses figurative language in the last stanza to —
- A explain how the sun shines on the speaker's yard
  - B emphasize that the dandelions make the speaker feel joyful
  - C reveal that the speaker's parents were right
  - D highlight the importance of dandelions
- 2 The poet organizes the poem by —
- F presenting the order of events in the speaker's experience with the dandelions
  - G explaining the reasons for the speaker's decision to pick the dandelions
  - H comparing the speaker's opinion of dandelions to the opinion of the parents
  - J noting the change in the speaker's feelings about dandelions
- 3 Stanzas 7 and 8 are important to the poem because it shows that —
- A the speaker is causing more dandelions to grow in the yard
  - B the speaker's mother wants more dandelions to grow in the yard
  - C the speaker feels sorry for picking dandelions
  - D the speaker's mother is causing more dandelions to grow in the yard
- 4 Which statement could be supported by both the play and the poem?
- F Sometimes beauty can be deceiving.
  - G Everything that is beautiful is good.
  - H It is easy to be tricked by a beautiful bird.
  - J All flowers are beautiful.

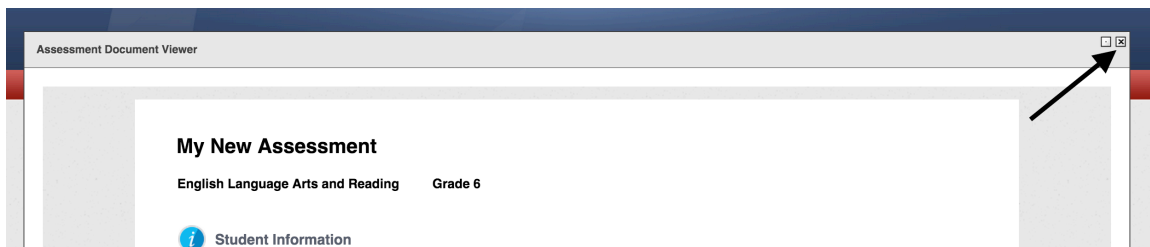
### ✓ Answer Key

#### Teacher Instructions:

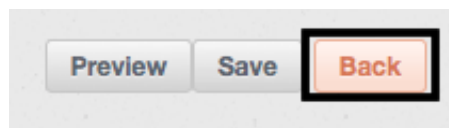
Instructions for the Teacher...

##	Item Title	Correct Answer	Primary SE	Secondary SE	Reporting Category
<a href="#">Click here to collapse or expand this section.</a>					
1	E06.04B.17772.TRS	B emphasize that the dandelions make the speaker feel joyful			
2	E06.04B.17771.TRS - COPY	H comparing the speaker's opinion of dandelions to the opinion of the parents			
3	E06.04B.17773.TRS	A the speaker is causing more dandelions to grow in the yard			
4	E06.04B.17774.TRS	F Sometimes beauty can be deceiving.			
5	E06.04B.17775.TRS	D In the play, the adults were influenced by beauty. In the poem, a child was influenced by beauty.			

Close the document viewer by clicking the 'x' in the upper right corner of the Preview window.



Click the **Back** button to return to your list of created assessments.



**Manage Assessments**

Create New Assessment

Keyword Search ( Optional )

-- Select a Grade Level --  
Pre-Kindergarten  
Kindergarten  
Grade 1

-- Select a Subject Area --  
English Language Arts and Reading  
Spanish Language Arts and Reading  
Mathematics

-- Select a High School Course --  
English I  
English II  
English III

Search

Title	Last Updated	Options
My New Assessment	1/19/2015 9:56:00 AM	Options

## Manage Assessments

From the Manage Assessments page, you have a number of options related to managing your assessments.

Title	Last Updated	Options
My New Assessment	1/26/2015 1:44:00 PM	Options

Preview  
Edit  
Copy  
Add to My Favorites  
Printer Version  
Delete

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[Contact Us](#) [System Requirements](#)

**Preview** – displays the dynamic version of your assessment

**Edit** – allows you to modify any part of the assessment

**Copy** – provides capability to copy an existing assessment and modify for other use

**Add to My Favorites** – allows you to add a bookmark to My Favorites

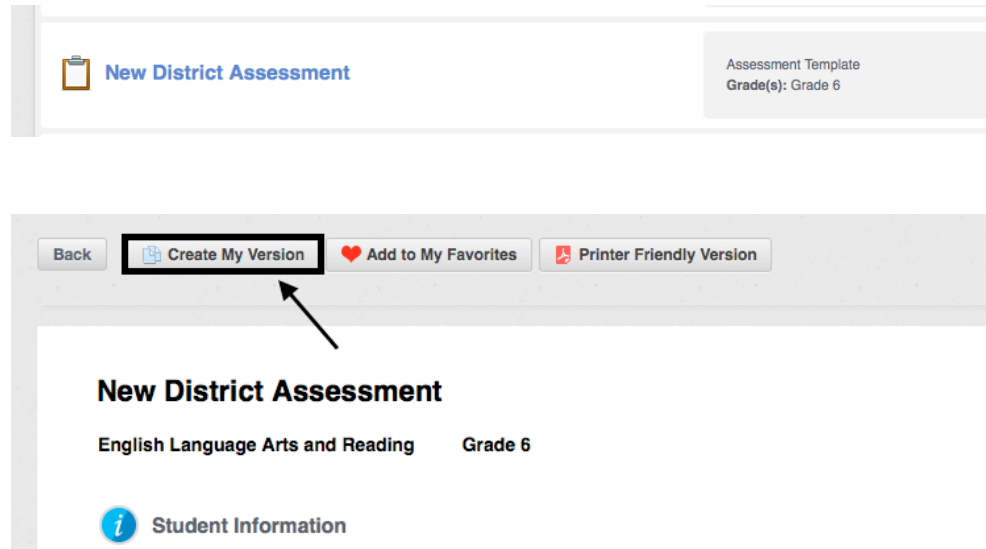
**Printer Version** – creates a PDF version of the assessment to download and print

**Delete** – deletes the item from the system

## Customized Versions of District Assessments

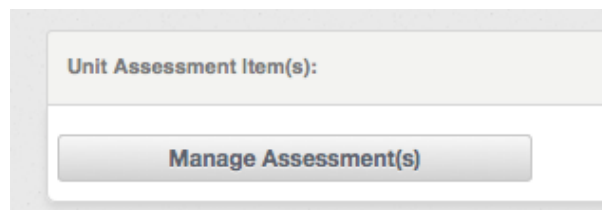
In addition to having the Assessment Creator tool, you can also create your own assessments based on district-created assessment templates.

When viewing a district-created assessment through the **Search All Components** page, you will see a **'Create My Version'** button at the top of the page (if your district has turned this option ON for its users).

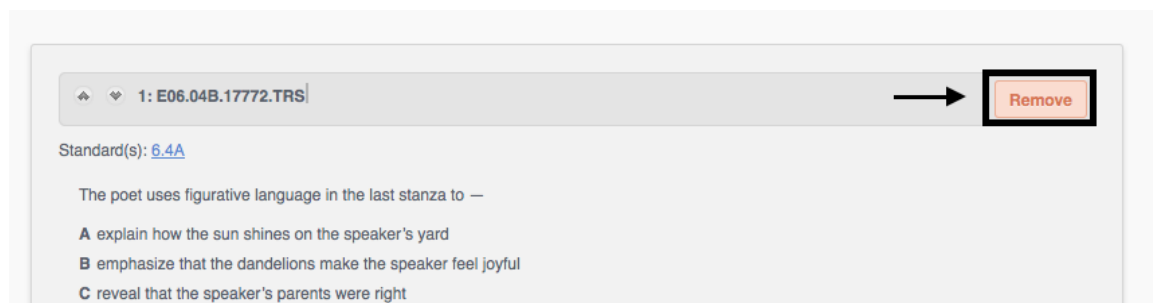


This option allows you to modify an existing district-created assessment and save it to your assessments list.

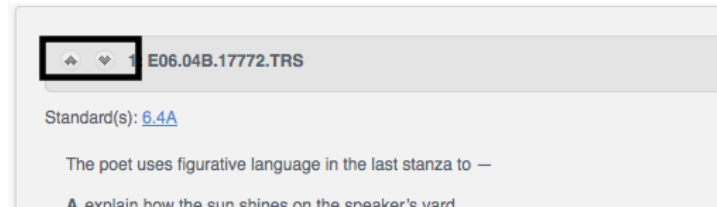
In addition to being able to update any of the text areas, you can also **add more questions** from the item bank using the **Manage Assessments** tool in the Unit Assessment Items section.



In this section, you may also want to **Remove** existing questions that are not needed.

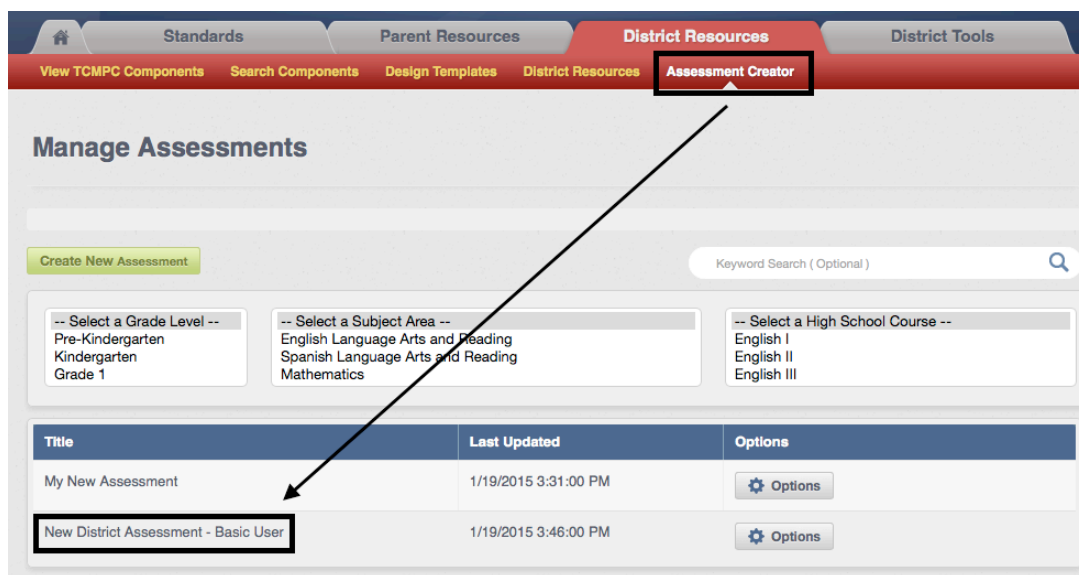


You can also **reorder questions** by using the up/down arrows next to the item name.



Once the desired modifications have been made, click **Save**.

Go back to the **District Resources** tab and select **Assessment Creator** to see your assessment added to the list.



From here, you can click the **Options** button to perform additional functions.